

1 Title 5. EDUCATION

2 Division 1. State Department of Education

3 Chapter 18. California State Schools for the Deaf, Blind, or Neurologically Handicapped

4 Subchapter 2. Admissions Criteria for the California Schools for the Deaf and Blind

5  
6 *Add Article 1, Sections 17661 - 17665 to read:*

7 **Article 1. Admissions Criteria for the California School for the Deaf**

8 **§ 17661. Priority in Admission.**

9 Priority in admission shall be given to elementary age Deaf minors residing in sparsely populated  
10 regions and to secondary age Deaf minors in need of a high school program, for whom appropriate  
11 comprehensive educational facilities and services are not available or cannot be reasonably provided by  
12 their local school district or county educational agencies.

13 NOTE: Authority cited: Section 59020, Education Code. Reference: Section 59020, Education Code.

14 **§ 17662. Severe Hearing Loss.**

15 A severe hearing loss is one that affects the student's ability to auditorially access the general/core  
16 curriculum to the extent that sign language is required.

17 NOTE: Authority cited: Section 59001, Education Code and 5 CCR Section 3030(a). Reference: 34  
18 CFR Section 300.7(c)(3) and (c)(5).

19 **§ 17663. Criteria for Admission to California School for the Deaf's (CSD) Instructional Program.**

20 Those students whose primary handicapping condition is a severe hearing loss may be admitted to the  
21 CSD instructional program. Students are considered for admission if they can demonstrate they will  
22 benefit educationally from the CSD by showing:

23 (a) The potential to function in a group setting such as a classroom, playground, or dining room.

24 (b) The ability to visually attend to the environment and to demonstrate eye contact appropriate for  
25 communication in a developmentally appropriate manner. (Examples: The student turns eyes toward  
26 significant others. The student evidences an understanding or awareness to the intended communication.)

27 (c) The potential to use American Sign Language appropriately as the primary mode of  
28 communication. (Examples: The student attends to communication in the environment. The student  
29 demonstrates eye contact with others in their environment. The student initiates or sustains interactions  
30 with others. The student responds to a majority of demands in an academic, functional, social, or self-care  
31 situation. The student displays interest in and ability to learn American Sign Language.)

32 NOTE: Authority cited: Section 59020, Education Code. Reference: Sections 59001 and 59020,  
33 Education Code.

1 **§ 17664. Criteria for Admission to CSD's Residential Program.**

2 Deaf students eligible for CSD's instructional program are not automatically admitted into the  
3 residential program. Admission into CSD's residential program is a separate and distinct consideration.  
4 Deaf students, who meet the criteria established by Section 17663 may also be admitted into CSD's  
5 residential program, if it is determined:

6 (a) They reside beyond a 60-minute commute between home and CSD using transportation the LEA  
7 provides for day students.

8 (b) They have the ability to function in group settings.

9 (c) They have the ability to respond appropriately to life threatening situations.

10 (d) They do not have behavioral, physical and medical needs that would require a fundamental  
11 alteration of the residential program.

12 (e) The responsible local school district has approved the student's placement.

13 NOTE: Authority cited: Section 59020, Education Code. Reference: Section 59020, Education Code.

14 **§ 17665. Primary Needs Related to Severe Hearing Loss.**

15 In addition to demonstrating they meet the criteria otherwise established by Sections 17663 and  
16 17664 only those Deaf students whose primary educational needs are related to their severe hearing loss  
17 will be admitted to the CSD. CSD cannot serve students with the following characteristics when  
18 accommodation of a student's disability would constitute an undue burden and/or fundamentally alter the  
19 nature of the CSD's program:

20 (a) Deaf students whose primary educational needs are appropriately addressed in a home/hospital  
21 setting, treatment or care facility/program; and/or,

22 (b) Deaf students whose primary, ongoing educational needs are related to an emotional, behavioral,  
23 physical and/or cognitive deficit.

24 (c) Deaf students with behavioral patterns causing a danger to self and others to the extent they would  
25 not benefit from the educational program.

26 NOTE: Authority cited: Sections 59001 and 59020, Education Code. Reference: Sections 59001 and  
27 59020, Education Code.

28  
29 *Add Article 2, Sections 17666 - 17669 to read:*

30 **Article 2. Admissions Criteria for the California School for the Blind (CSB)**

31 **§17666. Definitions.**

32 (a) "Suitable age" is defined as the ages 3 through 21.

33 (b) "Capacity" is defined as the ability to benefit from disability specific instruction designed to  
34 enhance the student's potential to function independently in his/her home, school, and community

1 environments.

2 (c) “Severe sensory loss” is defined as a loss of vision, or vision and hearing combined, that  
3 severely affects the pupil’s ability to access the general education curriculum and causes difficulty to  
4 such an extent that it adversely affects his/her educational performance requiring the services of  
5 personnel trained to work with blind, visually impaired or deaf-blind children.

6 NOTE: Authority cited: Section 59101, 59102, and 59120, Education Code. Reference: 5 CCR Section  
7 3030(d); 34 CFR Section 300.7(c)(13).

8 **§17667. Criteria for Admission to the CSB’s Instructional Program.**

9 Those students whose primary handicapping condition is a severe sensory loss may be admitted to the  
10 CSB instructional program. Students are considered for admission if they can demonstrate they will  
11 benefit educationally from the CSB by showing:

12 (a) The ability to attend to tactile and auditory stimuli. (Examples: hands on exploration of real  
13 objects, benefit from concrete tactual and auditory experiences. Some students with deaf-blindness may  
14 not be able to attend to auditory stimuli depending upon the level of their hearing loss.)

15 (b) The ability to benefit from disability-specific instruction. (Examples: potential to learn Braille,  
16 potential to use low vision aids, potential to benefit from expanded core curriculum instruction, potential  
17 to benefit from adaptations to the environment.)

18 (c) The ability to function in group settings. (Examples: ability to work/play as part of a team, ability  
19 to share with others.)

20 (d) The potential to learn simple mobility patterns and routes around campus. (Examples: ability to  
21 use white cane, ability to orient self in space, knowledge of own body and body parts, knowledge of  
22 directionality.)

23 NOTE: Authority cited: Sections 56350 and 56352, Education Code. Reference: Sections 56350 and  
24 56352, Education Code.

25 **§17668. Criteria for Admission to CSB’s Residential Program.**

26 Admission into CSB’s instructional program does not automatically constitute admission into CSB’s  
27 residential program. Admission into CSB’s residential program is a separate and distinct consideration.  
28 Students with a severe sensory loss, who meet the criteria established by Section 17667 may also be  
29 admitted into CSB’s residential program, if it is determined:

30 (a) They reside beyond a 60-minute commute between home and CSB using transportation the LEA  
31 provides for day students.

32 (b) They have the ability to function in group settings.

33 (c) They have the ability to respond appropriately to life threatening situations.

34 (d) They do not have behavioral, physical, and medical needs that would require a fundamental

1 alteration of the residential program.

2 (e) The responsible local school district has approved the student's placement.

3 NOTE: Authority cited: Sections 59020 and 59120, Education Code. Reference: Sections 59020 and  
4 59120, Education Code.

5 **§ 17669. Primary Needs Related to Severe Sensory Loss.**

6 In addition to demonstrating the criteria otherwise established by Sections 17667 and 17668 only  
7 those students whose primary educational needs are related to their severe sensory loss will be admitted to  
8 the CSB. CSB cannot serve students with the following characteristics when accommodation of a  
9 student's disability would constitute an undue burden and/or fundamentally alter the nature of the CSB's  
10 program:

11 (a) Students with a severe sensory loss whose primary educational needs are appropriately addressed  
12 in a home/hospital setting, treatment or care facility/program; and/or,

13 (b) Students with a severe sensory loss whose primary, ongoing educational needs are related to an  
14 emotional, behavioral, physical and/or cognitive deficit.

15 (c) Students with behavioral patterns causing a danger to self or others to the extend they would not  
16 benefit from the educational program.

17 NOTE: Authority cited: Sections 59101 and 59120, Education Code. Reference: Sections 59101 and  
18 59120, Education Code.

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